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ABSTRACT

Both personal and societal aims were cited as the motivating factors for the prototypical, comprehensive health education program outlined here. Cautions and recommendations concerning the program's implementation comprise the introduction. Preliminary material includes a suggested teaching format and a flexible grade placement scheme. The program consists of five strands: (1) physical health which is introductory and stresses fundamental health information and learner motivation; (2) sociological health problems which relate the nature of medicines, alcohol and tobacco with their influence on human efficiency and effectiveness; (3) mental health which focuses on basic principles involved in the development of the individual; (4) environmental and community health which concerns man's efforts to control environmental and public health problems; and (5) education for survival which emphasizes new kinds of safety hazards and educated responses to them. The nature of each strand is discussed and specific pertinent objectives laid out. The materials were designed, and presented, to assist teachers in developing appropriate health education experiences for junior and senior high school students. (TL)

ED041306

PROTOTYPE

CURRICULUM MATERIALS
FOR THE ELEMENTARY
AND SECONDARY GRADES

HEALTH

SUGGESTED GUIDELINES FOR THE DEVELOPMENT OF COURSES OF STUDY IN HEALTH EDUCATION FOR JUNIOR AND SENIOR HIGH SCHOOLS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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THE UNIVERSITY OF THE STATE OF NEW YORK/THE STATE EDUCATION DEPARTMENT

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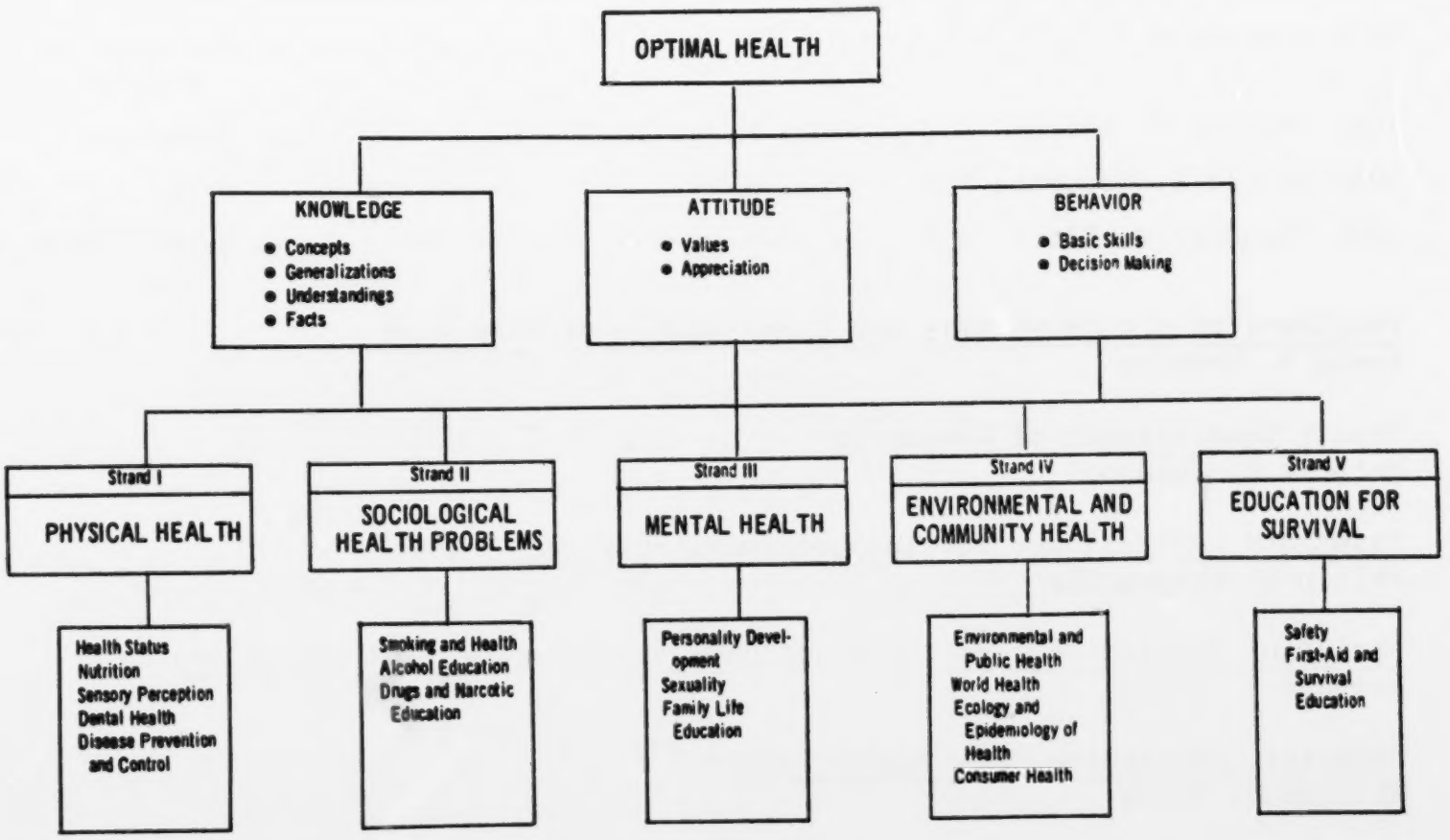
SUGGESTED GUIDELINES FOR THE DEVELOPMENT OF COURSES OF STUDY IN HEALTH EDUCATION

FOR

JUNIOR AND SENIOR HIGH SCHOOLS



The University of the State of New York
The State Education Department
Albany, New York 12224

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FOREWORD

Local school districts are faced with both a mandate and an opportunity.

The solutions to the complex problems that are necessary to achieve and maintain optimal health, mandate that students develop health concepts which are meaningful and relevant to the personal and societal needs of our times.

The schools must make children aware of societal problems such as emphysema and lung cancer from cigarette smoking; the use and misuse of drugs and alcohol; environmental pollution; mental health; nutrition; and, communicable, chronic, and degenerative diseases. These and other health-related problems need to be discussed in the context of human ecology, that is, within the context of man's social, emotional, as well as his physical environments.

A broad, comprehensive, and properly articulated program of health instruction taught by competent, understanding teachers who utilize interest-stimulating multimedia methods of instruction, can help students to achieve their maximum potential during a healthy and productive lifetime.

All schools are encouraged to utilize these suggested guidelines and other materials written for the grade 7-12 health program, to supplement these materials, and to adapt them to the individual needs of the school and the community.

Gordon E. Van Hooft
Chief, Bureau of Secondary Curriculum Development

William E. Young
Director, Curriculum Development Center

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INTRODUCTION

The New York State Curriculum in Health Education is organized into five basic strands

Strand I	Strand II
PHYSICAL HEALTH	SOCIOLOGICAL HEALTH PROBLEMS

Strand III	Strand IV	Strand V
MENTAL HEALTH	ENVIRONMENTAL AND COMMUNITY HEALTH	EDUCATION FOR SURVIVAL

These materials are designed to assist teachers in developing appropriate health education experiences for students in junior and senior high schools.

It is essential that the content, concept development, and learning experiences for a local course of study be determined through (1) pretesting, (2) surveying local needs, and (3) teacher-learner planning.

Since this curriculum effort is quite ambitious, the teacher is cautioned *not* to try to teach all that is presented in this outline. Rather, he should select those areas which are most relevant to the needs of the students and in dealing with pressing local health problems. These topics may be supplemented where necessary, while other areas, which seem to be of little significance for your students, might be de-emphasized or omitted.

It is strongly recommended that in the preliminary stages of local program development, the following points be considered:

1. Develop the course of study so that there is flexibility in sequence and content in accord with variations in students, content of other curriculum offerings, and local health demands.

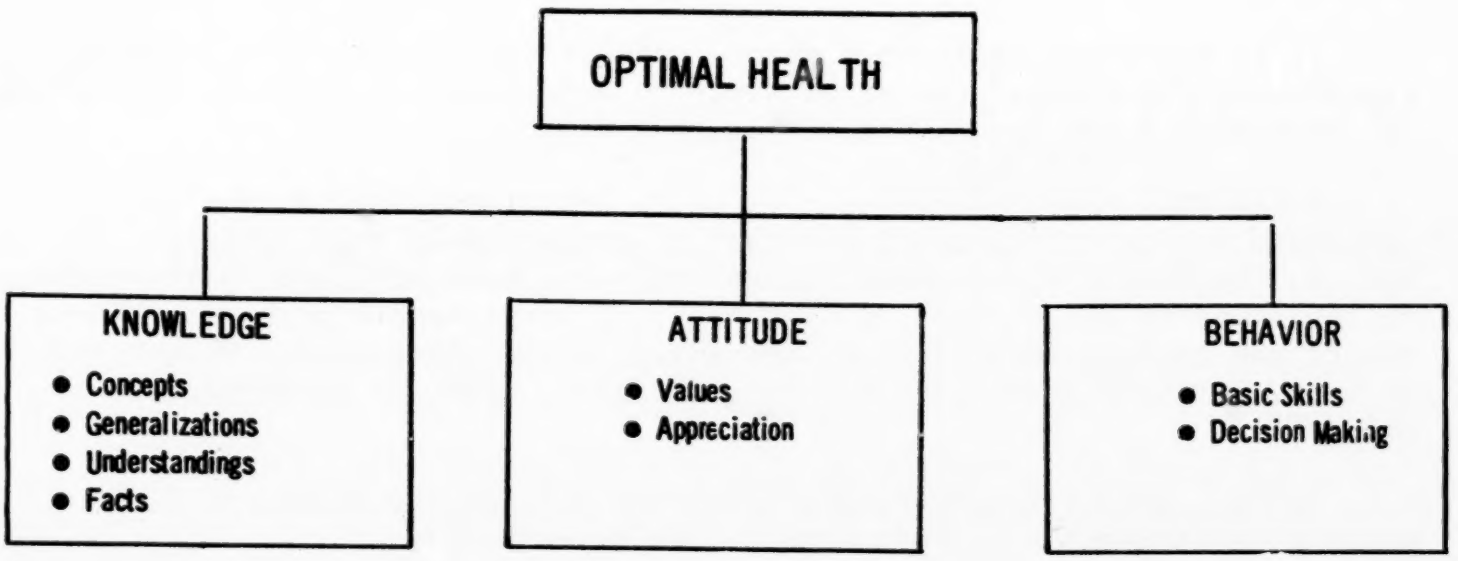
2. Use diversity of teaching and learning aids: - visual aids - slides, movies, and filmstrips; audio aids such as records and tapes; and combination aids as in the case of video tapes, charts, and posters. (Local personnel must be discriminating in the selection of these aids and printed materials.)

3. Use interest-developing class procedures such as forums, debates, discussion, socio-drama, audio-visual aids, independent study, and involve resource persons to help students develop useful health concepts.

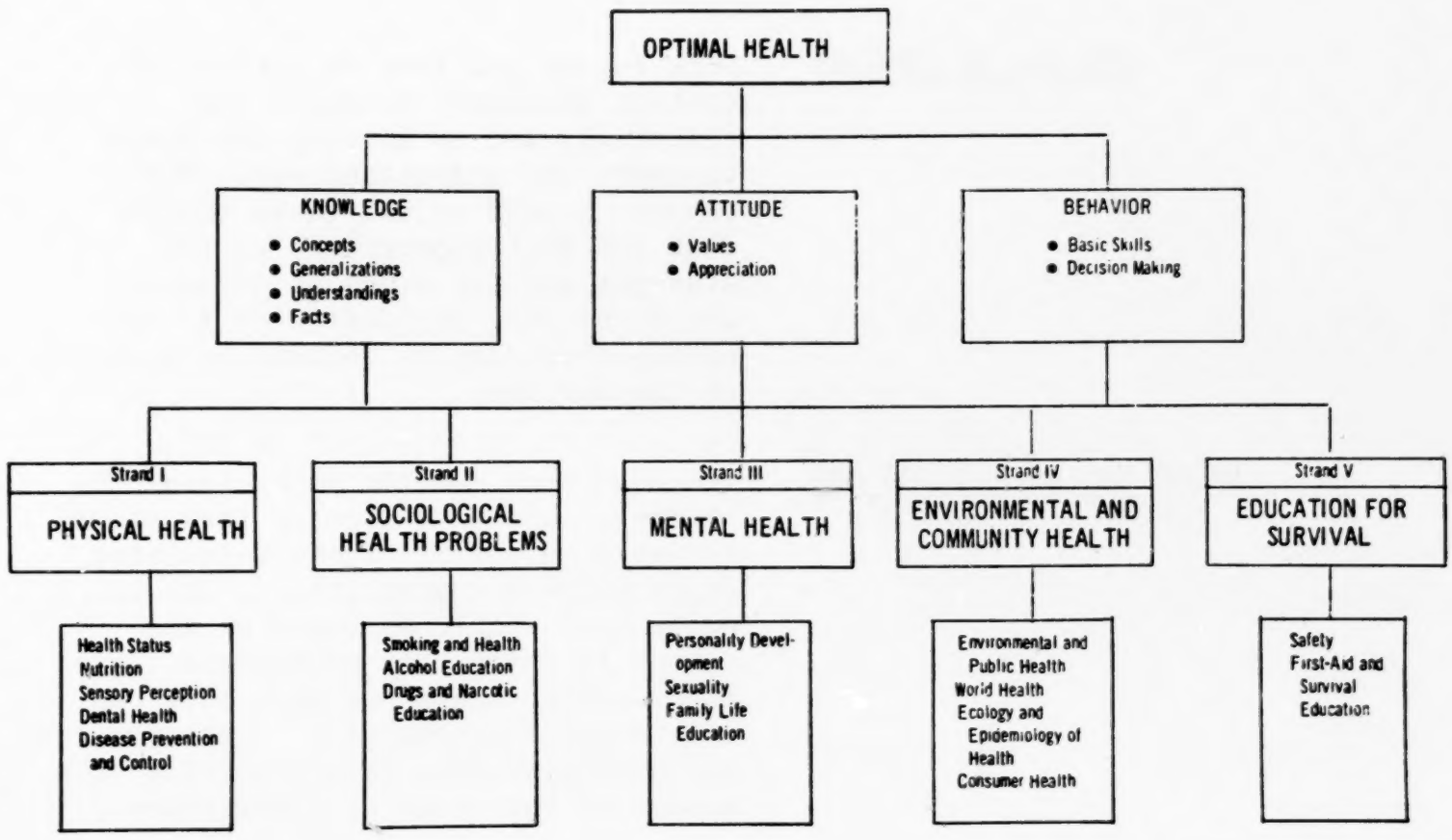
4. Plan guidelines and motivational techniques to encourage student investigation in areas of personal concern. Opportunities for independent study and depth investigation should be included in the course.

5. Teachers should recognize that these suggested curriculum materials have been developed to emphasize the interdependence of strands. A given strand should not be taught in isolation of other strands. The strand format was initiated for developmental convenience. (For example, there are many mental, social, as well as physical implications in drug abuse, alcohol misuse, and smoking.) The development of local courses of study should reflect this inter-relationship and interdependence.

Optimal health is dependent upon the interaction of accurate health knowledge, positive attitudes, and constructive behavior. These three dimensions of health should be progressive, sequential, and appropriate to the developmental level of the learner.



The initial health education experience should be based on content from all of the strands. Content selection should be determined by local needs, the nature of the learner, and the student objectives of the program. The strand organization provides opportunity for both selective progression and depth development of the health education program at the local level.



FORMAT OF THE NEW STATE SYLLABUS IN HEALTH EDUCATION

Each of the five strands is designed to simplify the teaching of the substrands as much as possible for the teacher who: (1) has little formal background in the area; (2) has some background but needs updating or; (3) has sufficient technical knowledge but desires some broad guidelines for teaching the areas.

Specifically, the format is as follows:

OUTLINE OF CONTENT	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS

OUTLINE OF CONTENT This column provides an outline of content necessary to reach the objectives and to develop the basic concepts and understandings. The teacher should select those topics that are most appropriate to the students and the kinds of interests and needs they manifest. It is not always necessary to follow the sequence of the outline.

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS Included here are the major ideas the students should develop or that should evolve as a result of their learning experiences and activities. Student evaluation should be based on the extent to which they understand these major concepts and how well they can relate these to reality. These concepts and understandings should develop as a result of the learning experiences.

SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES These activities are suggested to assist the teacher in developing understandings of the basic content and to develop desirable attitudes and behavior. The teacher and students may find other, more effective learning activities to supplement or supplant those listed. The more meaningful experiences the student has, the more likely he is to develop the basic health concepts and attain the desired health objectives.

SUPPLEMENTARY INFORMATION FOR TEACHERS This column is also intended to assist the teacher in planning, conducting classes, and answering questions from students.

Grade Placement of Material

Materials for the five strands have been written for the grade levels indicated in the chart below. Note that some aspects of each strand are treated on a complete K-12 basis. Some substrands, however, may not be treated until grades 4-6 or even 7-9. Others that begin in K-3 terminate in grades 7-9.

As a local school system develops a K-12 program it may prefer to make adjustments in the indicated grade placement of the content and experiences to satisfy the needs of the pupils and the community. In any situation, an inventory of health knowledges, attitudes, and behavior at the beginning of grade 7 may indicate the need for reteaching some of the K-6 material as a foundation for the grades 7-12 program.

Strand and Substrand	Grade Level			
	K-3	4-6	7-9	10-12
I. Physical Health				
Health Status	X	X	X	
Nutrition	X	X	X	X
Sensory Perception	X	X	X	
Dental Health	X	X	X	
Disease Prevention and Control	X	X	X	X
II. Sociological Health Problems				
Smoking and Health		X	X	X
Alcohol Education		X	X	X
Drugs and Narcotic Education		X	X	X
III. Mental Health				
Personality Development	X	X	X	X
Sexuality	X	X	X	X
Family Life Education	X	X	X	X
IV. Environmental and Community Health				
Environmental and Public Health	X	X	X	X
World Health		X	X	X
Ecology and Epidemiology of Health			X	X
Consumer Health		X	X	X
V. Education for Survival				
Safety	X	X	X	
First Aid and Survival Education		X	X	X

STRAND I - PHYSICAL HEALTH

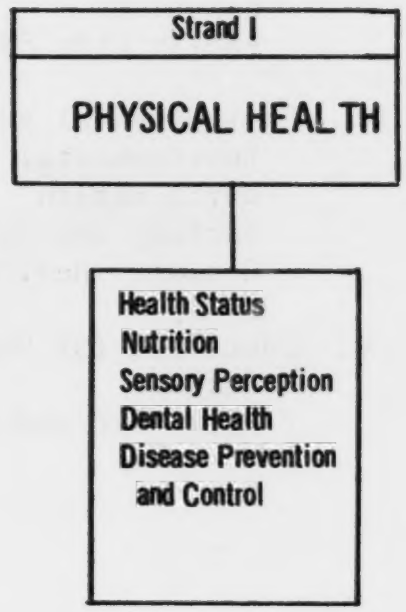
BROAD GUIDELINES

Much of the content of Strand I is intended to be introductory and, therefore, stresses fundamental health information and learner motivation. The student should become increasingly aware of himself as a growing, developing, and changing person whose potentials can be measured, developed, and maintained.

Although this strand is primarily concerned with the physical dimensions of health, it is necessary to incorporate and relate the mental, emotional, and social implications in perspective. "Physical Health" deals with the health areas which are basic to the survival of the organism, namely, (1) his physical condition and well-being, (2) the basic nutritional requirements for survival and efficiency, and (3) the ability to relate, react, and respond to the environment effectively.

The content of each substrand should include real health problems and provide worthwhile challenges for the intellectual development of the learner. These may be in the form of:

- learning experiences through discussion and utilization of multimedia learning aids
- student activities in research and independent study
- concept development through problem-solving.



Objectives for Strand I

This strand contains guidelines and basic information to assist the teacher in providing the learner with opportunities to discuss, contemplate, and become directly involved with the factors which affect his health status and that of the group. Further, the strand is arranged to provide the teacher with sequential content and student activities to assure a progressive and coordinated program at all levels.

As outcomes of their study of Strand I, students should:

1. realize their responsibility for the maintenance and, when possible, improvement of their health status.

2. appreciate the values of health appraisals, screenings, and medical examinations.

3. understand the functions of physicians, nurses, and other health specialists in making health appraisals.

4. realize the value of having a family physician and dentist.

5. understand the aesthetic implications and personal and social values of good grooming.

6. know the relationship of rest, exercise, sleep, and nutrition to the maintenance of physical and mental health.

7. realize the values of posture and body balance to general well-being.

8. know and understand the values of and the need for good nutrition for total fitness.

9. understand the nutritive values of foods and individual requirements for attaining and maintaining optimal health.

10. understand the need for care of the teeth and dental supervision by a dentist.

11. appreciate the role of the senses and practice those behaviors that will serve to conserve sensory functions.

12. become aware of the specific measures used to prevent, control, and combat disease.

13. appreciate that many food fads and fallacies exist to influence individual nutritional practices.

14. exhibit those behaviors that reflect a genuine concern for attaining and maintaining a high level of individual and group health status.

→ Health Status
Nutrition
Sensory Perception
Dental Health
Disease Prevention
and Control

STRAND I

Health Status

Grades 7, 8, 9

I. The Promotion and Maintenance of Health

A. Factors which influence health status
B. A concept of fitness

II. Measurement and Evaluation of Health Status

A. Health examination
B. Pulse rate tests

III. The Health of the American People

A. Factors which influence population
B. Present health status of the American people

→ Health Status
Nutrition
Sensory Perception
Dental Health
Disease Prevention
and Control

STRAND I

Nutrition

Grades 7, 8, 9

I. Nutritional Status - A Part of Physical Health

A. Dynamic state of the body with regard to intake and outgo of energy and nutrients
B. Factors which influence nutritional status
C. Measuring nutritional status

II. What Is a Good or a Poor Diet?

A. Criteria for evaluating food intake
B. Are teenagers well or poorly fed?

III. Nutrition in Growth and Development

A. What is normal growth? What is nutrition's role in normal growth?
B. The adolescent growth spurt

IV. Weight Control

A. Factors which affect body weight
B. The difference between overweight and overfatness
C. How do you know what you should weigh?
D. Health implications of obesity
E. What we don't know about weight control and body fatness
F. What to do and not to do about overweight

V. Environmental Factors Influence Nutritional Health by Affecting
--what foods are available
--the quality of those foods
--what foods the individual chooses to eat

A. Effects of technology on the food available
B. Effects of income on the individual's food supply
C. Effects of government control
D. Effects of advertising and propaganda
E. Effects of political factors

STRAND I

Nutrition

Grades 10, 11, 12

I. Fetal and Infant Nutrition

A. High nutritional needs during prenatal life and infancy
B. Nutrition during pregnancy and before pregnancy
C. Infant feeding

II. Nutrition in an Ecological Context

A. The problem of food and population in developing nations
B. Malnutrition in the United States
C. Obesity - a societal problem

III. New Frontiers in Nutrition

A. Research into the role of nutrition in health and disease
B. Space travel - problems of feeding men in space
C. Nutrition education - helping people to use their resources for good health

IV. Whose Responsibility Is Nutrition?

A. Nutritional health - an individual, family, community and international responsibility
B. Careers in nutrition - related fields

- Health Status
- Nutrition
- → Sensory Perception
- Dental Health
- Disease Prevention and Control

STRAND I

Sensory Perception

Grades 7, 8, 9

I. Vision

A. Development
B. Interpretation of visual stimuli
C. Visual acuity
D. Refraction
E. Strabismus
F. Eye glasses and lenses
G. Diseases of the eye
H. Cataract
I. Corneal transplants
J. Visual handicap and blindness
K. Visual discriminations
L. Color blindness
M. Eye specialists
N. General care of the eyes

II. Hearing and Sound

A. Sound
B. Position
C. Motion sickness
D. Ear "popping"
E. Auditory discrimination
F. Urban sounds and health
G. Hearing problems
H. Classifications of hearing losses
I. Aids for the hard of hearing and the deaf
J. Ear specialists
K. General care of the ears

III. Other Senses

A. Smell
B. Taste
C. Skin sensations
D. Kinesthesis
E. Equilibratory senses

Health Status
Nutrition
Sensory Perception
→ Dental Health
Disease Prevention
and Control

STRAND I

Dental Health

Grades 7, 8, 9

I. The Nature of the Problems of Dental Health

A. Scope of the problem in the United States
B. World and national dental health status
C. Individual dental health status
D. Problems associated with changing status

II. Characteristics of Oral Structures

A. Lifetime possibilities
B. Importance of teeth
C. Uniqueness of two dentitions
D. Uniqueness of dental construction

III. The Problem of Dental Caries

A. Prevalence
B. Proneness to decay
C. Process

Health Status
Nutrition
Sensory Perception
Dental Health
→ Disease Prevention
and Control

STRAND I

Disease Prevention and Control

Grades 7, 8, 9

I. Historical Development of Men's Knowledge of Disease

A. Discovery of microbes
B. Understanding the nature of disease

II. Ecological Relationships

A. The interrelation between life and the environment
B. Equilibrium between man and microorganisms
C. Epidemiology

III. Communicable Disease

A. Modes of transmission
B. Body defenses
C. Immunity

IV. Resurgence of Venereal Diseases

V. Degenerative Disease

A. General nature
B. Control

STRAND I

Disease Prevention and Control

Grades 10, 11, 12

I. Source of Infection

II. Preventing the Spread of Communicable Diseases

III. Control Methods

IV. Specific Types of Communicable Diseases

A. Childhood diseases
B. Diseases spread through air
C.. Transmission

V. Common Communicable Diseases

A. Chicken pox
B. Measles
C. Mumps
D. Scarlet fever
E. Pneumonia
F. Tuberculosis
G. The common cold
H. Influenza
I. Poliomyelitis
J. Hepatitis
K. Rabies
L. Other diseases spread through contact with infected persons

VI. Public Health Control of Communicable Diseases

VII. Biological Warfare

STRAND II - SOCIOLOGICAL HEALTH PROBLEMS

BROAD GUIDELINES

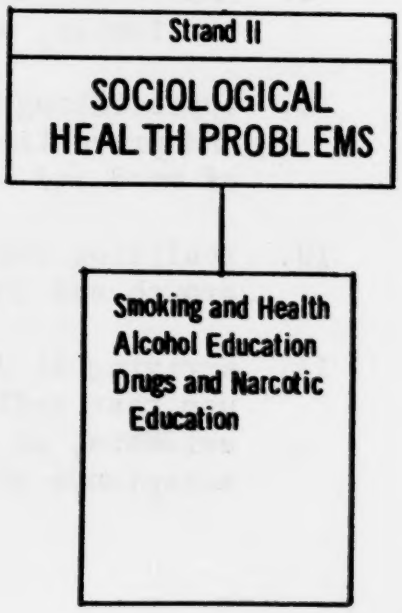
The Nature of Strand II

Education regarding the use and misuse of drugs, alcohol, and tobacco must include an understanding of the factors related to (1) personality development, (2) social and cultural influences, (3) human motivation, and (4) the pharmacological effects of these substances. The teacher should use approaches based on the total nature of the learner, his experiential background, abilities, interests, needs, and motivation level.

Although the principles of learning basic to general education will be the guideposts for teaching about the sociological health problems, methodological emphasis should include problem-solving techniques, independent study, and group discussions and exchanges. Negativistic approaches, authoritarian approaches, question and answer recitation, and lecture methods have proved to be quite ineffective and should be avoided. On the other hand, drug education should include opportunities for students to make decisions relative to personal involvement, and students should be taught and encouraged to base these decisions on reliable data. The quantity and quality of the information available to the student, and his understanding of it, will determine to a great extent the degree to which he will develop an intelligent basis for his health behavior regarding drugs, alcohol, and tobacco.

Learning experiences should relate directly to the development of respect for all medicines, drugs, and chemical substances. These will include prescription and nonprescription drugs, as well as tobacco and alcohol. The sociological health problems are becoming increasingly more significant in our society, and students must be given the opportunity to understand the broad sociological implications relative to all chemical substances which have a potential for abuse. They should become directly involved with understanding:

- the nature of the drug problems for their age group
- the kinds of prevention and solutions available
- how they can become involved in these solutions
- the role of community agencies, community awareness, and community action, in dealing with these problems.



Objectives for Strand II

The content of this strand provides teachers with guidelines for developing concepts regarding the psychological, sociological, and pharmacological implications of drug use and abuse, tobacco and health, and excessive use of alcohol. Progressively, the learner will begin to understand the nature of medicines, alcohol, and tobacco; their types, sources, uses, and influences on human efficiency and effectiveness. Students should be provided with experiences which will result in their:

1. becoming familiar with the nature of drugs, alcohol and tobacco

2. acquiring accurate knowledge regarding the pharmacological effects of drugs on the body

3. developing an understanding of themselves as worthwhile persons

4. developing self-respect and an accompanying feeling of responsibility for others

5. becoming familiar with the social, psychological, and economic scope of the problems related to drug abuse

6. comprehending the factors related to community responsibility for the provision of resources in prevention, treatment, and rehabilitation regarding the harmful effects from the abuse of drugs, alcohol, and tobacco

7. understanding that there are many substances which may be used to assist man in functioning more efficiently, but that these substances can be misused or abused and may interfere with man's functioning

8. understanding the effects of alcohol abuse on the individual, the family, and society

9. appreciating the role of drugs and medicine in the treatment and prevention of disease, control of pain, and the changing of mood and behavior

10. realizing the detrimental effects of smoking to one's health, growth, and longevity

11. arriving at decisions relative to alcohol, tobacco, and drug use that reflect a firm foundation of reliable scientific evidence, an appreciation of societal expectations, and an acceptance of personal responsibility for one's own actions

Smoking and Health
Alcohol Education
Drugs and Narcotic Education

STRAND II

Smoking and Health

Grades 7, 8, 9

I. The Advertisement and Promotion of Tobacco

II. Developing the Smoking Habit

III. Physiological Effects of Tobacco

STRAND II

Smoking and Health

Grades 10, 11, 12

I. Attitudes Toward the Use of Tobacco

II. Psychosocial Factors Related to Tobacco Use

III. Smoking Research and Reports

IV. Smoking Among High School Students

Smoking and Health
Alcohol Education
Drugs and Narcotic Education

STRAND II

Alcohol Education

Grades 7, 8, 9

I. The Adolescent and Beverage Alcohol

II. The Use of Alcohol in the United States

III. The Social Problems Associated With Beverage Alcohol

IV. Legislative Control and Economics of Alcohol

STRAND II

Alcohol Education

Grades 10, 11, 12

I. Alcohol and Mental Health
II. Physiological Effects of Alcohol
III. The Psychological Effects of Alcohol
IV. Alcoholism
V. Other Disease Forms Associated With Alcoholism
VI. Rehabilitation and Treatment
VII. Research Agencies and Prevention of Alcoholism

→ **Smoking and Health**
Alcohol Education
Drugs and Narcotic Education

STRAND II

Drugs and Narcotic Education

Grades 7, 8, 9

I. The Development of Modern Drugs
II. Prescription Drugs
III. Nonprescription Drugs (Over-the-Counter Drugs)
IV. Safeguarding Drugs and Their Use
V. The Historical Use of Drugs
VI. Habit Forming and Addicting Drugs

STRAND II

Drugs and Narcotic Education

Grades 10, 11, 12

I. Addiction and Habituation
II. The Narcotic Drugs
III. Marihuana
IV. Stimulants
V. Drug Traffic
VI. Legislation
VII. Rehabilitation of the Addict

STRAND III - MENTAL HEALTH

BROAD GUIDELINES

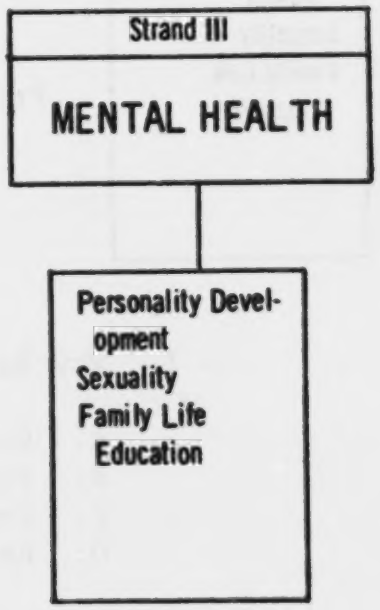
The Nature of Strand III

The principles and understandings in Strand III are relevant to all other areas of the health curriculum and are best taught within the context of the appropriate strands. Major emphasis should be placed on:

- mental health principles
- self-concept development
- social responsibility
- personality development

Learning experiences should be realistic, objective and unbiased, and appropriate to the developmental level of the students, the content, and the goals of the topic area. Teaching techniques should include the problem-solving approach, class discussion, role playing, independent study, and small group investigation. Through a positive approach the student will be better prepared to make decisions relative to:

- personal desires and aspirations
- social contacts
- handling urges and emotions
- personal, family, and community interactions
- acceptance of responsibilities



Objectives for Strand III

Mental health education should include an understanding of the basic principles involved in the development of the individual. One of the basic objectives of this strand is to help the student in establishing or strengthening desirable behavior patterns for optimum functioning. Specifically, the student should:

1. understand the maturational process as it applies to individual development.

2. be familiar with the construct of personality, and those factors which influence one's personality.

3. appreciate the relationship of environment and heredity as influencing factors in personality development.

4. appreciate and understand the development of the self-concept and realize the importance of previous growth to future development.

5. understand the nature of sexual development and the adjustment process.

6. recognize the importance of personal achievements, goals, and social contacts to one's development.

7. appreciate the emotional dimension of personality and the characteristics of individuals at various levels of emotional development.

8. understand himself as a biological, psychological, social and sexual human being.

Personality Development
Sexuality
Family Life Education

STRAND III

Personality Development, Sexuality, and Family Life Education

Grades 7, 8, 9

I. Why We Do the Things We Do

- A. Basic needs
- B. Success in getting what we need
- C. Frustration
- D. Reactions to frustration

II. Learning More About Ourselves

A. Growing and developing
B. Maturation processes

III. Dimensions of Maturity

A. Physical maturity
B. Relationships to other maturities
C. Emotional maturity

IV. Boy-Girl Relationship During Adolescence

A. The emerging self
B. Dating patterns

STRAND III

Personality Development

Grades 10, 11, 12

I. Mental and Emotional Health

A. Theories of personality
B. Personality development
C. Adjustment and mental health
D. Levels of personality organization
E. The individual's role in the group
F. Mental health as related to life areas
G. Mental health and the developing individual

II. Motivation in Human Behavior

A. Goal-directed behavior
B. Biological drives
C. Psychological motivation
D. Motivation of others

III. Mechanisms in Adjustment

A. Defensive behavior patterns
B. Classification of adjustment patterns
C. Defense mechanisms

IV. Mental Disorders

A. Definition
B. Symptoms
C. Types and classifications
D. Misconceptions about mental illness
E. Extent of mental illness
F. Treatment of mental disorders
G. Mental retardation

V. Mental Health Services

A. The mental hospital
B. The semihospital
C. Residential facilities
D. The sheltered workshop
E. The social club
F. The community mental health center
G. The National Association for Mental Health
H. Government agencies
I. Child guidance clinics
J. Some workers in improvement

VI. Current Research

A. Mental health in education
B. Innovations in school mental health programs
C. Utilization of mental health professionals in the school
D. Psychology and cultural determinants of behavior
E. The concept of ego development

Personality Development
→ Sexuality
Family Life Education

STRAND III

Sexuality and Family Life Education

Grades 10, 11, 12

I. Human Growth and Development

A. Personality
B. Human sexuality - role perception

II. Human Relationships

A. Dating
B. Love
C. Premarital relationships
D. Values and goals

III. Marriage

A. Criteria for marital success
B. Marriage relationship
C. Marital compatibility and growth
D. Marriage laws
E. Marriage as a contract
F. Unmarried adults

IV. Teenage Marriages

A. Arguments - pro
B. Arguments - con

V. Responsible Sexuality

A. Familial and societal responsibility
B. Individual

VI. Human Reproduction

A. Prenatal care
B. Gestation

STRAND IV - ENVIRONMENTAL AND COMMUNITY HEALTH

BROAD GUIDELINES

The Nature of Strand IV

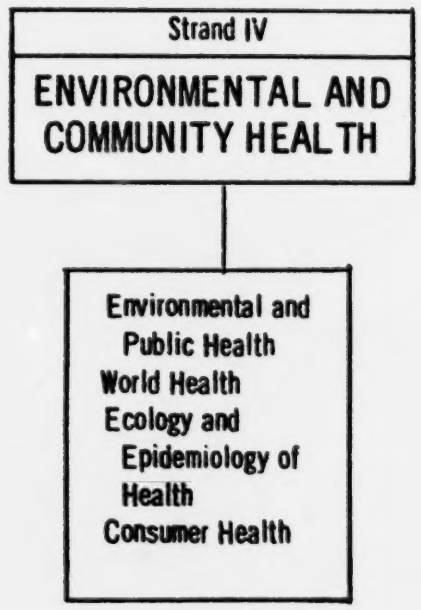
Environmental and community health should include presentations and activities related to the historical and contemporary development of man's efforts to control environmental and public health problems. Students should explore the nature and scope of public health activities in the United States.

The attitudes and actions of world governments, individually and cooperatively, to disease prevention and control and other major health problems should be included in student learning experiences. Since this strand deals with man and his ability to develop and control his environment, the essential principles of epidemiology and ecology, as they relate to each other and to our understanding and control of disease, must be included as basic understandings of public health problems.

The roles of government agencies, of voluntary and professional associations, and of legislative actions taken to protect the health of consumers are introduced. Emphasis is placed on the importance of knowledge about misleading and fraudulent health practices and how to combat them.

Techniques for recognizing legitimate and competent health personnel, services, and practices, may be introduced as the student becomes an independent health consumer.

Attention also is given to the individual's role and responsibility as a health consumer within a social organization. There should be activities and discussions regarding quackery: its characteristics, techniques used to deceive, its prevalence (locally, statewide, and nationally), and the health areas most susceptible to fraud. Students should learn to distinguish among the medical, nonmedical, paramedical, and health fields.



Objectives for Strand IV

The emphasis for Strand IV is placed on the student's developing positive attitudes toward public health, becoming a more responsible member of the societal group, and in his becoming actively involved in solving the health problems of our nation. The major ojbectives are that each student:

1. realizes his responsibility for the maintenance and improvement of his health

2. understands and appreciates the nature and significance of diagnosis and medication

3. learns and understands the kinds of health personnel available, the necessity for seeking the advice of qualified health specialists, and the value of having competent family health advisers, including a physician and dentist

4. understands the complexities involved in environmental sanitation

5. appreciates the complex problems related to community health practices

6. understands the nature of the interrelationships between the local, state,and national public health organizations

7. understands individual and organizational obligations and responsibilities regarding international and world health problems and activities

8. is motivated to involve himself in the specific measures used to combat and control disease

9. understands the nature of disease; its prevention, control, treatment, and rehabilitation processes

10. learns, understands, and appreciates the necessity for man to conserve and utilize human resources most effectively.

11. becomes aware of the methods used in public health research and practice

Environmental and Public Health
World Health
Ecology and Epidemiology of Health
Consumer Health

STRAND IV

Environmental and Public Health

Grades 7, 8, 9

I. History of Environmental and Public Health

II. Relationships Among Environment, Disease and Health

III. Scope of Public Health

IV. Water and Water Pollution

V. Air and Air Pollution

VI. Radiation and Health

VII. Food

VIII. Space-Age Health

IX. Pesticides and Insecticides

X. Discovering Health Needs and Agencies in the Community

XI. Recent Progress in Medicine and Public Health

XII. Unsolved Problems in Medicine and Public Health

STRAND IV

Environmental and Public Health

Grades 10, 11, 12

I. History of Environmental and Public Health

II. Definitions

III. Need for Healthful Environment

IV. Water and Water Pollution

V. Air and Air Pollution

VI. Radiation

VII. Food

VIII. Vector and Rodent Control

IX. Nuisances and Sanitation

X. Housing

XI. Pesticides and Insecticides

XII. Garbage and Refuse Disposal

XIII. Sewage Treatment and Disposal

XIV. Occupational Health

XV. Space-Age Travel and Health

XVI. Health Agencies in the Community

XVII. Cooperation Between Public and Private Health Agencies

XVIII. Sociological Aspects of Health

XIX. Solving Community Health Problems

XX. Volunteer Services for Health Institutions

XXI. Recent Progress in Medicine and Public Health

XXII. Unsolved Problems in Medicine and Public Health

- Environmental and Public Health
- → World Health
- Ecology and Epidemiology of Health
- Consumer Health

STRAND IV

World Health

Grades 7, 8, 9

I. Understanding World Health

A. Factors influencing world health
   1. Populations
   2. Cultural influences
   3. Family structure
   4. Economic level
B. World health education
C. Major world health problems
   1. Disease control
   2. Nutritional problems
   3. Mental health

II. International Programs and Agencies

A. International Office of Public Health
B. Pan American Sanitary Bureau
C. Health Organization of the League of Nations
D. World Health Organization

STRAND IV

World Health

Grades 10, 11, 12

I. International Cooperation

A. Identifying health needs
   1. Critical world health problems
   2. Immediate and long-range programs
   3. Historical advances - 1948-1969
B. International organization
   1. W.H.O.
   2. Program development within nations
   3. Effects of organization and cooperation on world health levels

4. Establishing national and international health priorities

C. Youths" involvement in world health

II. World Health Concerns

A. Environmental problems
   1. Water - antipollution programs
   2. Air and air pollution
   3. Pest controls

B. Disease control - effects on living
   1. Communicable diseases
   2. Noncommunicable diseases
   3. Degenerative diseases

C. Research
   1. International sharing
   2. Training of personnel - opportunities for youth in health careers
   3. Types of research
      a. Use of animals - comparative medicine
      b. Laboratory - biochemical, chemical, pharmaceutical
      c. Clinical
   4. Medical advances which benefit the world

D. Health education
   1. International communications
   2. Youth involvement - exchange
   3. Formal - informal
   4. World multimedia approach

E. Youth
   1. Mental and social health
   2. Population problems
   3. Drugs misuse and abuse
   4. Birth and family responsibility
   5. Governmental involvement
   6. Personal concerns

F. Health facilities
   1. Laboratories
   2. Hospitals and clinics
   3. Schools, colleges

G. Nutrition

III. Global Implications of Health

A. Cultural influences
   1. Treatment - cure
   2. Overpopulation

B. Progress toward global health
   1. Prevention - control
   2. Population planning
   3. Space health
   4. Global health planning

Environmental and Public Health
World Health
→ Ecology and Epidemiology of Health
Consumer Health

STRAND IV

Human Ecology, Epidemiology, and Health

Grades 7, 8, 9

I. Introduction to Human Ecology

A. Ecologic components
1. Physical
2. Biological
3. Sociocultural

II. Man's Health and the Physical Environment

A. Air
B. Water
C. Soil
D. Geography and topography
E. Climate
F. Communities and housing
G. Interaction of physical components
H. Health implications of man's efforts to control the physical environment

III. Man's Health and the Biological Environment

A. Dependence on plant and other animal life
B. Animal life and man's health
1. Beneficial effects
2. Harmful effects
C. Plant life and man's health
1. Beneficial effects
2. Harmful effects
D. Health implications of man's efforts to control the biological environment
1. Nitrate saturation of soil
2. DDT use and its impact on food supply
3. Others

IV. Man's Health and the Sociocultural Environment

A. Description of the sociocultural environment concept
B. Social influences on health
C. Cultural influences on health
D. Beliefs, attitudes, and action: sociocultural implications

V. The Individual's Health as Affected by Interaction With His Environment

A. Interaction of forces that may affect your health
B. Causal approach to problem solving.

STRAND IV

Human Ecology, Epidemiology, and Health

Grades 10, 11, 12

I. Definitions and Meanings of Epidemiology and Ecology

A. Human Ecology
B. Epidemiology
    1. Collection of data
    2. Census reports

II. Epidemiological method

A. Aims and purposes
B. The Epidemiological approach in scientific research

III. Factors That Influence the Occurrence, Distribution, Development, Control, and Prevention of Disease, Disability, Defect, and Death

A. Host factors
    1. Heredity and health
    2. Heredity and disease
    3. Sex and health
    4. Race and health
    5. Occupation and health
    6. Psychological and social factors
        a. Psychological factors
        b. Social factors
    7. Cultural effects on health and public health programs
B. Agent factors
    1. Classes of agent factors
    2. Absence of known factors
C. Environmental factors
    1. Physical
        a. Climate and health
        b. Topography and health
    2. Geography and health
    3. Communities and housing
    4. Sociocultural environment

a. Social theory
b. Poverty, economics, and health

D. Interaction of agent, host, and environment
1. Mode of transmission
2. Multiple causation theory
3. The role of beliefs, values, and knowledge in affecting health attitudes and practices

IV. Epidemiology and Ecology in the Modern Era

A. Public health problems with ecologic implications
B. Environmental applications

Environmental and Public Health
World Health
Ecology and Epidemiology of Health
→ Consumer Health

STRAND IV

Consumer Health

Grades 7, 8, 9

I. Quackery and Quacks

A. Definitions
B. Recognizing the quack
C. Quack modalities
D. Common quack approaches
E. The hazards of quackery
F. Why do people consult medical frauds?
G. Highlights in the history of quackery

II. Consumer Protection

A. Early efforts
B. 20th century legislation
C. Federal organizations
D. Professional groups
E. Voluntary health agencies
F. Commercial groups

III. Consumer Motivation

A. Motives
B. Role of motives (incentives) in consumer behavior
C. Classifications of motives
D. Consumer purchasing patterns
E. The teen-age consumer

STRAND IV

Consumer Health

Grades 10, 11, 12

I. Influences on Consumer Behavior

- A. Psychological considerations
- B. Other influences on consumer behavior
- C. Advertising and selling approaches
- D. Health information

II. Contemporary Quackery and Pseudoscientific Practices

- A. Cancer and arthritis quackery
- B. Pseudoscientific practices

III. Health Personnel and Medical Care

- A. Physicians and dentists
- B. Paramedical specialists
- C. Other health personnel
- D. Medical care
- E. The consumer and the drug industry

STRAND V - EDUCATION FOR SURVIVAL

BROAD GUIDELINES

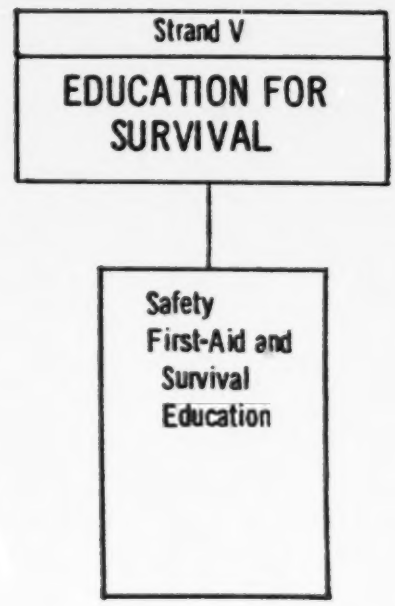
The Nature of Strand V

Increased populations, changes in societal structure, and scientific developments have contributed to the creation of new kinds of safety hazards, and have increased many of those that already existed. Education for survival is concerned with teaching children and youth to:

- recognize these hazards
- develop "safety-mindedness"
- learn how to live more safely in our complex society
- protect themselves and others from mass destruction
- develop procedures for safe living for the future.

Strand V should emphasize the development of safety attitudes which are appropriate for the age level of the learner and provide opportunities for practicing safe behavior wherever possible. Through a well-planned program in safety and first aid, students will be given the opportunities to:

- become aware of the kinds, nature, and importance of hazards
- be motivated to investigate the causes and prevention of accidents
- form basic patterns of behavior regarding first aid for the sick and injured
- understand the emergency nature of a catastrophe and the procedures necessary for survival



Objectives for Strand V

The emphasis of Strand V is placed on the development of understandings and appreciations of safe living, a functional approach to civilian defense and catastrophe survival, and an understanding of first aid procedures for a variety of emergencies. Learning experiences should be provided so that each student has an opportunity to develop an understanding of the:

1. basic nature of nuclear radiation and its effects on man, plants, and animals
2. effectiveness and ineffectiveness of fallout shelters in protecting populations from the hazards of radiation
3. mobilization procedures for civil disasters
4. principal accident hazards and how they may be reduced
5. causes and prevention of accidents of all kinds
6. role of each individual in safety
7. first aid procedures most important to prevent further injury or death
8. fundamental procedures to be followed in the event of any kind of an emergency -- individual (minor or major) or mass and catastrophic.

Safety
First-Aid and
Survival
Education

STRAND

Safety Education

Grades 7, 8, 9

I. The Accident Problem

   A. Definitions
   B. Accident statistics

II. Safe Behavior

   A. Mental health factors for safe living
   B. Environmental factors for safe living
   C. Accident proneness

III. Safety in the Home

A. Types of accidents
B. Accidents most likely to result in injury
C. Preventive measures

IV. Safety in the School

A. Types of activities
B. Preventive measures

V. Safety in Physical and Recreational Activities

A. Water recreational activities
B. Camping

VI. Safety at Work

A. Industrial
B. Agricultural
C. Teenage jobs

VII. Safety in Driving and Walking

A. Automobile
B. The pedestrian
C. Motorcycles

VIII. Safety in Civil Emergencies

A. Effects of nuclear weapons
B. Protection against radioactive fallout
C. Civil defense and the fallout program
D. Natural disasters

→ Safety First-Aid and Survival Education

STRAND V

First Aid

Grades 7, 8, 9

I. Bandaging Skills

A. Dressings
B. Bandages

II. Control of Bleeding

III. Conditions Caused by Extremes in Temperatures

A. Burns
B. Scalds

IV. Foreign Substances

A. In the eye
B. In the ear
C. In the nose

V. Other Common Emergencies

STRAND V

First Aid

Grades 10, 11, 12

I. Transportation of the Injured

A. General precautions
B. Types of carries
C. Vehicular carries

II. Automobile Accidents

A. First aid procedures in auto accidents
B. Removing the injured from the car

III. Conditions Resulting From a Nuclear Explosion

A. Injuries caused by intense light
B. Shock wave injuries
C. Burns

IV. Chemical Warfare

A. Kinds of chemicals used
B. First aid procedures

V. Natural Catastrophes

A. Earthquakes
B. Storms

VI. Psychological First Aid

VII. Delivering A Baby in an Emergency